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# EXTENSION SERVICE *Review*

SEPTEMBER 1958



Extension Equips for the Future



# EXTENSION SERVICE *Review*

Official monthly publication of  
Coöperative Extension Service:  
U. S. Department of Agriculture  
and State Land-Grant Colleges  
and Universities cooperating.

**T**he *Extension Service Review* is for Extension educators—in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.

The *Review* offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the *Review* serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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Division Director: *Lester A. Schlup*

Editor: *Edward H. Roche*

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## EAR TO THE GROUND

Tremendous changes have been taking place in Extension in recent years. Adjustments have been and are being made to keep pace with the social, economic, and technological changes occurring so rapidly in this country.

When we first started planning a special issue on Extension Equips for the Future, we were thinking in terms of one issue. But we couldn't cover the many changes in a single issue. So we are devoting this issue and the next to this subject. Even with two issues, we will only be able to give a sampling of the many adjustments Extension is making.

Extension began in a vastly different world. Increased crop production was the farmer's principal concern. Food preservation and preparation and sewing for the family were the main interests of the farm wife. The farm family's outside contacts often were limited to neighborhood gatherings, the local newspaper, and the weekly trip to town to buy supplies.

Now isolation of families, neighborhoods, and communities is becoming history. With extensive use of electricity and electronics, mechanized equipment, rapid transit, and instant communications, the family's horizon

is now practically unlimited.

The first three articles in this issue tell some of these broad trends that influence the changing character of rural life and, consequently, the role of extension work. The remainder of this issue and the next give examples of how Extension is making adjustments in its operations and studying ways to make future adjustments.

Basic changes are being made in the content of the knowledge Extension is teaching. New and more appropriate educational approaches and methods are being devised. Studies are being used to point the way to further improvements in methods and programs. Higher standards and different qualifications are needed for extension workers. Taken as a whole, these adjustments indicate that Extension is widening its base of operations and expanding its objectives.

Next month we'll have more of the same. Director Paul Miller of Michigan gives some personal reflections on the Scope Report—one of the best examples of how Extension is equipping for the future. And we'll have other articles on how extension is meeting the challenge of change. —EHR

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# What's Happening In

## Agriculture

by WILLIAM E. MORGAN, *President, Colorado State University*

It is difficult to realize that transition from the first flight in a heavier-than-air machine to a jet age transport system has been accomplished in just a half century. Reference to inter-planetary travel had already found its way into respectable scientific journals before "sputnik" found its way into the English language. (Incidentally, the revised edition of the dictionary I use will insert "sputnik" between the words "spurt" and "sputter.")

Through time, man learns more of the nature of our universe and is able to exert greater control over it. Technological advancements occur at a compound rate with contributions of learned men who draw heavily on the works of predecessors.

Absorption of each major technological innovation into our daily life requires adjustment in our social organization. For example, doubling of world population during the last 40 years, due largely to medical science's reduction in the death rate, confronts us with a world-wide prob-

lem of supplying enough food and clothing.

### The Agricultural Revolution

An integral part of the whole changing world has been the change in basic techniques by which human food and fiber needs are met. The magnitude of these changes in the United States during the 16 years preceding and following 1940 is reflected in the table below.

The ability of fewer and fewer American farmers to feed an increasing population at higher nutritional levels can be accounted for largely by intensified production and transfer of many functions off the farm.

Farming is more productive. Land use for crops has increased by less than 2 percent since 1940, yet total farm output increased by 36 percent. This increase in output was made possible through scientific and technological innovations developed, to a large extent, off the farms and later adopted by American farmers.

Item	Percent Change				
	1924	1940	1956	1924-40	1940-56
Index of total farm output (1910-14=100)	110	134	182	+22	+36
Persons supported by production of one farm worker .....	9	11	21	+25	+95
Index of output per man-hour of farm work (1947-49=100) .....	50	70	136	+40	+94
Index of man-hours of farm work (1947-49=100) .....	136	119	83	-14	-43

Rapid strides have been made in increasing efficiency. New crop varieties, new cultural methods, improved breeds of livestock, and more efficient livestock rations have been developed by scientists and applied by farmers.

New and improved machines have been developed and widely used. For example, there are now in the United States twice as many tractors, 4 times as many corn pickers, and 12 times as many pick-up balers as there were in 1945.

Farmers are becoming more dependent on suppliers of productive factors for agriculture. Substitution of tractors for horses has transferred the job of producing power for American agriculture to the factory and refinery. Farmers are purchasing more hybrid seeds, processed feeds, and chemical fertilizers.

Likewise, relations with processors are multiplying. Many off-farm firms now are purchasing agriculture's raw products. Contracts specifying quantity, quality, and a wide variety of other production practices and conditions are increasingly common. These changes add features of time, place and form utility as products move into consumption.

In the process of adapting to these changes American farms are becoming fewer but larger, more highly capitalized and, many of them, more specialized. The unmistakable trend is away from a subsistence-type agriculture to an industry of commercial, business-type farms growing larger.

### Changes in Employment

All of these changes suggest closer attention to the complex of activities called agribusiness. If we consider only those functions performed on the farm, farm employment has decreased from 10.4 million in 1947 to 7.6 million in 1957. However, if we consider both farm and farm-related workers who supply productive factors to agriculture, those who are engaged in farming, and still others who are occupied in processing and distributing agricultural products, agriculture-related employment has remained relatively constant at about 24 million workers since 1940.

(See *What's Happening*, page 188)





# The Challenge of Change

by C. M. FERGUSON,  
Federal Extension Service

A SHORT time ago one of our economists placed on my desk the chart that accompanies this article. As I studied this one line with its volcanic rise since 1940, it took on a new meaning. Was this what is meant by the explosion in agricultural technology about which we are hearing so much?

I was further intrigued by the economists' estimate that if all our farmers were following as good practices as those in the upper economic echelons, this line which has already reached a phenomenal level of 21 would go up to 45. This would mean that one man with modern power, today's chemistry, applied genetics, and other scientific discoveries blended into a sound program of management and marketing could provide 6 times as many people with food, fiber, and tobacco as was the case when the Smith-Lever Act was passed in 1914.

I recently heard a speaker say that agriculture was a dying industry. He pointed to the declining number of people needed to produce the Nation's food and fiber. This point of view is about as consistent as saying that the airplane industry is dying because one pilot can haul 100 people today

in contrast to 12 or 15 a few years ago. As long as our farmers produce 3 meals a day for a population estimated to grow to 210 million by 1975, agriculture can hardly be classified as a dying industry.

Then, too, the concept that the terms farming and ranching are synonymous with agriculture is equally indefensible. The business of putting 180 million breakfasts on the Nation's tables starts with seedbed preparation and ends only when breakfast is over and Mother puts the dishes in the dishwasher.

## The Whole Team

Agriculture's primary production team consists of a total of 8 million workers on 2.1 million farms. And there is a secondary production team of about 3 million workers producing food and fiber on a part-time basis on 2.6 million farms. In today's modern agriculture, for every producer who turns a furrow in the spring, there are 1.3 workers employed in transporting, processing, and merchandising farm products. Another .8 of a worker provides each farmer with supplies he uses in production.

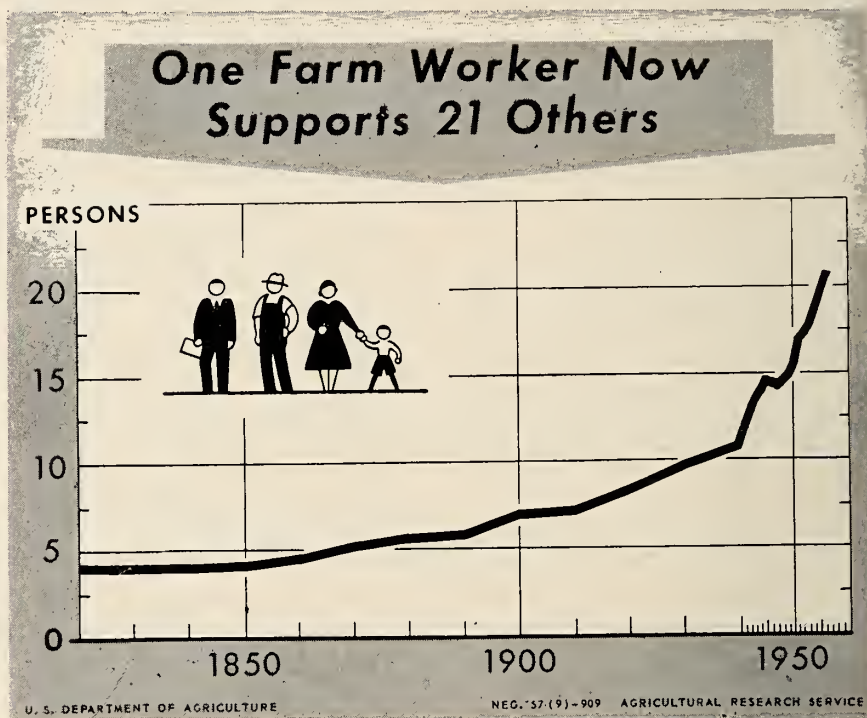
Each of us as a consumer has a real stake in the business of agricul-

ture, too. If you and I are going to live and live well, we will do it with a growing dynamic agriculture—not one which could be described as dying.

Our attention is frequently called to the increasing spread between farm and consumer prices. This is largely a result of extending and expanding the processes and services of distribution. We have come a far piece from the day when we traded eggs and butter on Saturday night for flour, sugar, and salt, to today's complicated marketing system.

The housewife who works for wages, and approximately one-third do, wants her potatoes washed and packaged, or perhaps even prefried and frozen. Time takes on new values in her modern world. She buys her fruit and vegetables in packages which fit her home refrigerator. Few indeed are those who will drive out to the farm, buy a 100-pound sack of field-run potatoes or a barrel of apples, store them in the basement, sort and resort them, eating first those showing signs of deterioration before they are lost completely. Some of us can well remember doing that.

(See *The Challenge*, page 189)





# THE IMPACT OF CHANGE ON THE FARM FAMILY

by PAUL C. JOHNSON, *Editor, Prairie Farmer*



**E**XTENSION workers are keenly aware of the revolution taking place in American rural life. This revolution is much more comprehensive than the startling technological changes that get the headlines.

It is not just that farms are getting bigger and farm businesses more complicated. The revolution is reaching deep into family and community life, affecting work habits, educational goals, and civic institutions.

The change has come gradually. We who have been busy in the day-to-day service of farm people may not realize its full significance.

## *Significant Changes*

The farmer has become a different man. He is now a brain worker. Muscle power commands a poor return because the electric motor and the internal-combustion engine can furnish this at a fraction of the cost of human labor.

Farming has emerged as a profession. The farmer's technological knowledge must compare favorably with that of a county agent. He must be a businessman, too, because his total operation compares to a hardware store or a lumber yard in town.

His duties as a citizen have also changed. Now he must share both viewpoint and responsibility with many nonfarmers living in the country. The traditional responsibilities of country schools and township roads have broadened. To them have been added problems of rural zoning, sanitation, water supply, law enforcement, and many others.

Farming may no longer be the sole means of livelihood of the family. Father, mother, and children may work part-time in town or may have demanding business sidelines.

As every home demonstration worker knows, the life of the home-

maker has changed right along with the responsibilities of the farmer. The increasingly fluid community has brought nonfarm women into the church, parent-teacher association, and home study group. A growing proportion of all women in the rural community are gainfully employed and looking for the short cuts of homemaking that go with the dual responsibility of job and family.

The need for steady income in sizable amounts is felt keenly by the woman of the household. If her husband is farming, financial worries are probably multiplying as the couple wrestles with the growing complexity of the farm business.

In this climate of growing economic competition and quickening activity, the homemaker finds her most important job is to stabilize family life and increase its spiritual content. She needs to know how to ease the tension under which her husband works, to counteract the divisive forces that shatter the family, and temper the materialism of the time with cultural and spiritual warmth.

## *Effects on Children*

Children are much on the move. They go to school in town and engage in athletics and music after school hours, thereby reducing their time in the home and on the farm.

Early in its history, Extension accepted responsibility for the education and development of rural youth. The 4-H movement, and later the older youth programs, grew and prospered. The project approach was broadened to embrace citizenship activities.

Even while extension workers worked diligently for a better rural life and better equipped young farmers, they were aware that more than half of their charges would not be farmers. If youth was an "export"

farm crop two generations ago, this is even more true today.

Broad education and wise vocational guidance are now as necessary as good nutrition. The proportion of farm-reared boys and girls who will continue in farming has declined steadily. How can we back away from the "how can you keep them down on the farm" point of view and enter into a period of full vocational choice without appearing to sabotage rural ideals and family tradition?

This is one of the knottiest problems facing those who serve rural people. It must be done by first making clear the new skills required of a present-day commercial farmer, then by setting forth with vision the many professions that have emerged in relation to modern agriculture, and lastly by a full presentation of the challenge of other vocations and professions.

In this last connection, we have a special opportunity to point out that the traditions and ideals of rural life are no longer the monopoly of the full-time farmer. Many of the advantages of rural living can be attained by persons in other kinds of work.

## *New Needs*

The rural families we serve have new needs. If we are to continue to be of service, we must weigh these needs and decide which are uppermost. As the rural community changes, Extension must change with it.

Technology and business management cannot be abandoned. The

(See *Farm Family*, page 190)



# Extension's Look to the Future in Marketing

by R. C. SCOTT, *Federal Extension Service*

**M**ARKETING educational work has been conducted by the Cooperative Extension Service for many years. But marked changes have occurred in this area during the past 10 years. These changes came about following passage of the Agricultural Marketing Act.

This Act provided funds for marketing research, educational, and service work. It provided for work with clientele new to Extension in many cases. And it required reorientation of the point of view from which we had carried on marketing programs in the past.

Prior to the passage of the Agricultural Marketing Act, most educational work in marketing had been conducted with farmers and first handlers on "farm centered" problems.

## *Change in Emphasis*

The Agricultural Marketing Act helped to develop a philosophy that much of the emphasis in our marketing work must be beyond the farm. We must work with those who process, distribute, and consume agricultural products if a significant contribution is to be made in increasing marketing efficiency.

This concept was expressed in the intent or purpose of the Act as follows: "It is further declared to be the policy of the Congress to promote through research, study, experimentation, and through cooperation among Federal and State agencies, farm organizations, and private industry, a scientific approach to the problems of marketing, transportation, and distribution of agricultural products similar to the scientific methods which have been utilized so successfully during the past 84 years in connection with the production of agricultural products, so that such products capable of being produced in abundance may be marketed in an orderly manner and efficiently distributed."

This authorization and the appro-

priation of funds provided a real challenge to Extension. Much progress already has been made in meeting this challenge and, as we look to the future, there is little question but that we can fully meet it.

We have broadened our audience to include assemblers, transporters, processors, wholesalers, retailers, and consumers. We are finding that individuals with a wide range of backgrounds of training and experience have a real contribution to make in increasing the efficiency of processing and distributing agricultural products. We are also finding that many extension methods which have worked successfully with rural groups also work well with processors and distributors. For example, result demonstrations are being used successfully with retailing organizations.

A great deal of pioneering work has been done in marketing educational work during the past 10 years. The results of these efforts in one State have frequently spread rapidly to others. The following areas are some in which greater emphasis has been placed in recent years.

Marketing information programs for consumers expanded rapidly in the 1950's. These are now in operation in areas where about 60 percent of the Nation's population live.

Programs aimed at increasing the efficiency of retailing have received considerable emphasis in recent years. About one-third of the States now have full-fledged programs with this important segment of the distribution chain.

Work has been and is being developed on commodity marketing problems with assemblers, processors, wholesalers, and others in the distribution system. Many of these problems require action by all segments of the system if significant changes are to be made.

While work with transportation agencies has been limited, some excellent examples of educational pro-

grams exist. Representatives of various types of transportation agencies have been brought together to consider research findings which could be brought to bear on their problems.

Programs with processors are receiving more attention, particularly as they apply to new uses and improved processing methods. Much work has been carried on for many years with dairy plants. Educational programs have also been developed or expanded in recent years with processors of fruits, vegetables, meats, grain and grain by-products, and cotton.

## *Reflect in Future*

Changes are being made in the nature and operation of educational programs today which may reflect on the complexion of these programs a few years from now. The demands for marketing educational assistance are increasing and are being reflected in more work with processing and distributing firms and consumers.

While much of the marketing work with farmers and first handlers has been carried on by county agents, a great deal of this work with other groups is being carried on by specialists or specialized agents. Specialized agents work in a market area or district in some States. The marketing information program for consumers is being conducted largely by specialized agents.

Much of the marketing educational work is being carried on by economists. This is particularly true in areas other than the technology of processing. Many extension administrators recognize, however, that individuals with a wide variety of disciplinary backgrounds such as chemistry, bacteriology, economics, and engineering have a contribution to make to a marketing educational program. We can expect more teamwork from

(See *Future in Marketing*, page 184)



# In TUNE

## with the TIMES

by WALTER C. HAYNES, *Madison County Agent, Ind.*

EXTENSION's big job today is to harmonize its programs and methods with the ever-changing needs of the people it serves. People, communities, farming, homemaking, and industry all change. As an educational team, Extension has to be in tune with the times.

A brief look back about 20 years in Madison County, Ind., reveals some changes in the county extension program. The 3,300 farms of 20 years ago averaged less than 70 acres each as compared to the present 2,200 farms with an average size of 110 acres. The county population was about 88,000, with 12,000 living on farms. Today there are nearly 110,000 people, with 9,000 listed as rural farm. The county seat, Anderson, has increased from 39,000 to more than 50,000 population.

Each year the county extension committee and the extension agents review and suggest changes in the extension program. Other committees and groups in charge of special events endeavor to keep up to date.

### *Urban Influence*

Twenty years ago the agent spent two days each week on farm visits in this effective, individual, personal-help method. Today, while slightly fewer farm visits are made (386 in 1957 compared to 590 in 1937), they are mainly hurried calls to committeemen, demonstrators, and co-operators. More time is now required in the office, handling administration and increased calls concerning urban problems on lawns, shrubs, gardens, flowers, and household insects.

4-H Club work has been changed

to meet the urban growth. In 1937 there were 859 members enrolled, with about 50 percent on farms. In 1957 the enrollment was 1,206 members, with only 26 percent on farms. Such projects as forestry, wildlife, entomology, handicraft, electric, rabbits, pheasants and quail-raising are all rather new 4-H Club projects in this county and appeal to urban members.

The home demonstration program listed 35 clubs with 914 members in 1937, 80 percent of whom were farm women. Today there are 73 clubs with 1,548 members, 34 percent of whom live on farms.

Subject matter has changed from making feed-sack aprons to such modern lessons as weight control, outdoor cookery, family recreation, and how to be a gracious hostess. A foods project was organized a year ago with the local labor unions. Food buying, meal planning, and time management were given as special lessons for the wives of the labor union members, as well as employed women.

Extension has also adjusted by adding activities that did not exist 20 years ago. An annual farmer-businessmen's banquet, involving about 200 farmers and 200 businessmen, helps to create better understanding between these two groups. An annual tour is arranged for about 100 businessmen to visit three farms and talk with farmers about their problems. The local chamber of commerce and the county farm bureau cooperate in these two events.

The extension agent serves as a member of the county planning commission. Much of its work has been

the zoning of subdivisions around cities. The latest venture is the zoning of 7 tracts involving about 700 acres for future factory sites.

### *Projecting Programs*

While our county extension program has made adjustments to meet the needs of the urban people, the farm folks continue to receive the latest scientific information through field demonstrations, meetings, news, letters, and other methods. There is a tendency toward more specialized meetings with smaller attendance. Our county extension committee is starting a long-time program of analyzing and outlining methods for Extension to do a better job for both the rural and urban families.

One last comparison will explain how Extension can broaden the program and still get the job done. In 1937 we had 133 men, 161 women, 34 boys, and 43 girls listed as local leaders and committee members. In 1957 we listed 370 men, 1,464 women, 70 boys and 157 girls as local leaders. Much time and effort is spent on leader training with these local leaders.

Extension can almost say that the size and effectiveness of the county program depends upon the number and quality of trained leaders. With proper guidance, they will usually point out the problem, suggest a solution, and work out the answer.

A couple of new terms seem to describe our changing county. They are The Urban Sprawl and Rurban. Extension must adjust to meet the problems which are associated with these kinds of changes.



# Our County Looked in the Mirror

by ROBERT JOSSERAND, Sedgwick County Agricultural Agent, Colorado

**T**HE Great Plains in Transition probably will rank as the all-time best selling book in Sedgwick County, Colo. Its teachings were a mirror in which the people of Sedgwick County could see their mistakes and their problems. Even more important, they could see possible solutions to those problems.

This book touched off a wave of interest in agricultural adjustment problems in the county. The result is a public well-informed in public affairs and policies and more capable of coping with adjustments.

Sedgwick is a small, predominantly rural county. Folks around here are intelligent, but they never were considered "bookish."

As in every rural area, by 1956 everyone in the county was deeply concerned about the adjustments in agriculture. Businessmen as well as farmers and ranchers were interested—and more than a little apprehensive—about the changes that were occurring. They could see a trend to bigger, more efficient farming units. With the trend came a multitude of problems—higher operating investments, farm consolidation, school reorganization, declining population.

## Moving Into Action

Drouth, too, was becoming a factor and accelerating the changes. It began to be evident that a sturdy fight for survival was underway.

So the interest in agriculture and its troubles was already there. The book merely "jelled" an uneasy concern into action.

Author of The Great Plains in Transition is Carl Frederick Kraenzel, a University of Montana sociologist. In the book, he deals with conditions and problems peculiar to the Great Plains region and ham-

mers out three overriding requirements for successful living—reserves, flexibility, and mobility.

"Discovery" of the book was made by a wheat grower. He discussed it with Carl Hoffman, then the county agent, and together they encouraged a small group of county leaders to read Kraenzel's book. Would it be possible, one asked, to organize discussion groups to take up the book in detail? It would.

A group of 24 community leaders—farmers, business and professional men—met weekly to study the book in detail. They decided the book had popular appeal and asked that a meeting of the County Crops and Livestock Improvement Association be devoted to The Great Plains in Transition.

## 11-Point Plan

Before a crowd of 225 people, Extension Economist Avery Bice gave an overall review of the book. Then a panel of six discussion group participants attacked the problems of the Great Plains. They drafted an 11-point program of recommendations as follows:

*A well-informed, well-educated public.* Suggestions included informing elementary and secondary teachers of Plains problems, a regional university, and an adult education program built around discussion groups.

*Creating reserves.* Why not average incomes over a 5-year period in calculating income tax? Changes also might be made to permit accumulation of reserve funds in good times by local governmental units which could be drawn upon during lean years.

*End outside financial exploitation.* Particular reference was made to freight rate inequities.



Problems of the Great Plains, and their possible solutions, were the No. 1 topic over the countryside. Here, Al Smith (left) and Lloyd Kontny pursue the discussion while Smith tends to his chores.

*Weather research.* Emphasize long-range forecasting and weather modification.

*Seek strength through unity.* A regional advisory council was suggested to work toward adequate inventory of resources and better communication.

*Land classification and regulation.* Regulation of use was suggested for lands unsuited for cropping. Government purchase of marginal lands for rehabilitation and regulatory control was suggested as a method of protecting land resources and providing for economic units.

*Correlation of efforts by Federal and State agencies.* The possibility of establishing regional units was proposed. To achieve adaptation of programs, a regional approach must be made to regional problems.

*Research on alternatives for wheat.* Hazards of dependence on one crop were emphasized.

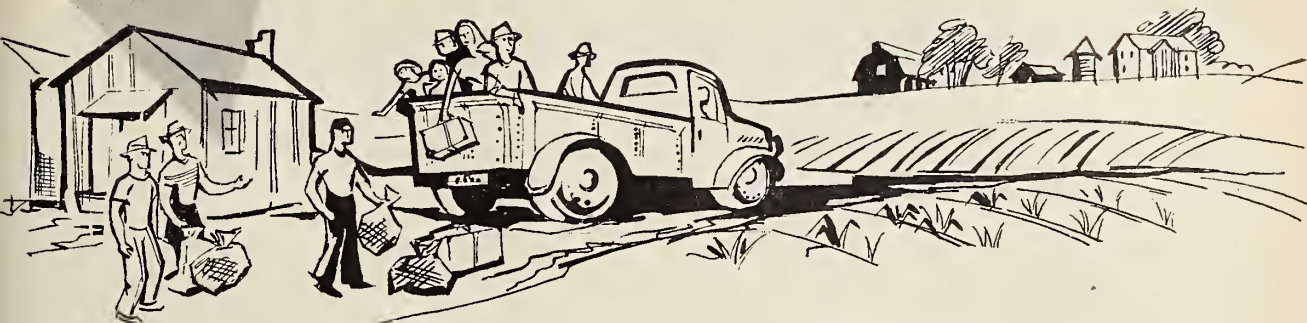
*Underground water study.* Importance of surveying underground water potential and limitations was stressed, as well as the need for a study of ways to conserve the supply where recharge rates are low.

*Study industrial possibilities.* Industrial development was discussed as an aid for general economic stability for the area.

*Develop political potency.* It was (See In the Mirror, page 188)



# HOME IS WHERE THEY FIND IT



by EDITH BANGHAM, Assistant State Home Economics Leader, Wisconsin

**M**IGRANT workers play an important role in agricultural production. But, as they travel from one temporary home to another, they don't have many opportunities for improving their living.

Through a demonstration project in Marquette County, Wis., we attempted to broaden these opportunities for migrants. The county is the center of a rapidly developing area of vegetable production. More than 2,000 acres of muck land is under cultivation for lettuce, beets, spinach, mint, onions, carrots, sweet corn, and tomatoes, with 10,000 acres of muck soil available in the area.

## Living Conditions

Migrant labor is used to produce and harvest the crops. They are housed in comparatively small camps, ranging from 20 to 80 persons.

Some workers come to the county for 5 months; others come only for the harvest period of about 6 weeks. Spanish-American families from Texas predominate, with some Mexican men also brought in on contracts. At the peak of the season some 1,000 men, women, and children are in the county.

In the spring of 1957, the National Consumers Committee for Research and Education was asked to sponsor a research experiment in Wisconsin, utilizing extension resources in working with families of migrant workers. A successful project, it was believed, would demonstrate the desirability

and possibility of similar programs in other States.

No community projects had been in operation among the migrants in the area, so the county presented a good opportunity for experimentation. The county extension staff of four full-time workers assumed the responsibility for the project.

The project's purpose was: To provide educational and recreational opportunities for migrant families, and to increase understanding between families, farmers, and people of the community.

Mrs. Ruth Braun, a former Wisconsin home agent, was hired for this experimental project in the summer of 1957. Betty Dixon, a teacher who spoke Spanish, was named her assistant. The program was organized with the help of an advisory committee, made up of farmers, school representatives, a newspaper editor, a county nurse, and agricultural committee members.

The first step was to get acquainted with the migrant workers and the families. All camps were visited and contacts made with the families. Camp leaders were interviewed to learn the needs and interests of workers. People were concerned about the health, housing, recreational, and educational opportunities.

The need for better food care and management was apparent. Foods and nutrition were a real problem with small stoves, no ovens, and little refrigeration. The mothers were resourceful and interested in getting practical help.

Improvements in housing were needed, many of which could be made by the families. Interest in clothing appeared in each camp.

Mexican Nationals were interested in more opportunity for recreation because they were there without their families.

## Weekly Programs

Individual weekly programs were planned for each camp. Children were interested in craft work and games. They were taught to make foot stools, stuffed dolls, paper place mats, bean bags, and scrapbooks.

Sewing was popular with the women. Machines were provided in the camps and tables were made from vegetable crates piled together and covered with a blanket.

Women and older girls learned to use patterns. They made skirts, dresses, and shirts. Some learned knitting, crocheting, and embroidery.

A food demonstration was the highlight of the season. Held in a country school building, it was attended by both migrant workers and wives of farmers. Demonstrations included the Spanish way, shown by migrant women, and the foods served in Marquette County homes. One group made enchiladas, one tacos, another tamales, another fried chicken—Spanish style.

One woman said, "You know, Mrs. Braun, this was the first time I had

(See *Migrant Workers*, page 184)

# Georgia Reorganizes for the Future

by W. A. SUTTON, *State Extension Director, Georgia*

**A** MORE abundant life in all its aspects for all the people of Georgia is the overall goal of our extension program. Efficiency in production and marketing of agricultural products, in the management of the farm and home—is the watchword of this program. Proven extension methods are helping Georgia families to reach desired goals toward better living.

To better practice this efficiency which we advocate, we recently adopted a comprehensive plan of reorganization.

As our program and staff developed into its present scope and strength, several factors became apparent which indicated the need for a thorough examination and reorganization of our extension structure. This was imperative if our staff was to effectively render the full impact of its combined talent, knowledge, and desire to serve.

## *Need for Adjustments*

Over the years, the Georgia Extension Service had grown tremendously in both personnel and funds. But this growth had been spasmodic, in answer to specific needs as occasion demanded and opportunity allowed. No total, comprehensive extension program, together with an overall estimate of staff and budgetary requirements necessary for its fulfillment, had ever been formulated. Rather, the total extension program and budget was only the sum total of its many and varied parts.

Expansion of the Extension Service in recent years had given it a relatively new and untried staff, the largest and youngest in history. Training and experience of individual staff members was well documented in our personnel files, but the strength and ability of these indi-

viduals as a team was an unknown quantity.

Since World War II, Georgia had been caught up in a vast social and economic revolution. The impacts of industrialization, urbanization, and farm mechanization were being felt. Old established patterns of rural life were breaking up.

Agriculture had been changing from the mule-plow cultivation of field crops to the feeding-out of beef cattle, swine, and poultry. Large initial investments and managerial skills had become prerequisites for successful farming. It was obvious that Extension must have a new and revitalized structure for service.

## *Beginning Reorganization*

As the first step toward reorganization, we asked the Federal Extension Service to cooperate in a thorough study of our strengths, weaknesses, and needs for the future. Administrator Ferguson agreed to cooperate fully and, because such a complete study had never been made before, suggested that the study be a joint effort.

He appointed a committee to work with a committee of Georgia extension workers. As a unit, they were asked to make a complete management study, the findings of which would be the basis for recommendations for changes in our organization.

Members of the Federal committee were: Gerald H. Huffman, Chairman, Assistant Administrator; Luke M. Schruben, Assistant Administrator; Joseph P. Flannery, Director, Division of Management Operations; John Speidel, Chief, Personnel Management Branch; Mary Louise Collings, Chief, Extension Training Branch; and Richard E. Ballard, Internal Audit Staff.

The Georgia committee was com-

posed of: L. W. Eberhardt, Jr., Chairman, Associate Director; Charles R. O'Kelley, State Agricultural Leader; Eddy Ross, State Home Demonstration Leader; Tommy Walton, State 4-H Club Leader; S. G. Chandler, Chairman, Extension Training; J. Pledger Carmichael, State Extension Editor; and Charlie Bryant, Extension Training.

## *Changes Planned*

These committee members worked diligently for many months. Their criticisms were candid and their recommendations sound and practical. The committee's report has been explained to all county and State personnel and the recommendations are being adopted as rapidly as possible.

No drastic overhaul or restyling of the Extension structure was recommended. Basically, our organization was found to be sound and not a single position was eliminated. Instead, further expansion was recommended. Recommendations of the joint committee already or soon to be put into effect, include:

- Greater responsibility for the planning, coordination, and implementation of the programs of our 18 subject-matter projects has been given to the State Program Leaders for Home Economics, 4-H Club Work, and Agriculture.

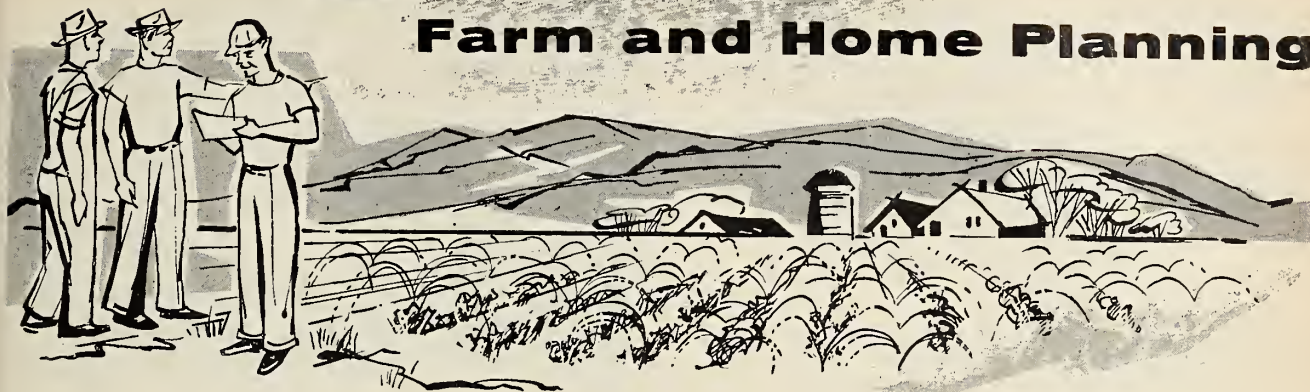
- Immediate supervision of State staff members in such matters as approval of travel requests, purchase orders, leave, etc., has been given to the State Program Leader.

- Our system for the administration and supervision of county work by a joint team of a man and a woman district agent has been strengthened by appointment of a district chairman. Authority for dis-

(See *Georgia Reorganizes*, page 184)



# TEAMING UP in Farm and Home Planning



by M. C. HOUGAN and M. F. BUNNELL,  
Yakima County Agricultural Agents, Wash.

CLOSE cooperation between Soil Conservation Service and Extension is an integral part of Farm and Home Planning in Yakima County, Wash. This has been true since Yakima was selected as a pilot county for Farm and Home Planning in 1953.

One of the basic concepts both services worked under was that the farm and family were to be treated as a unit. SCS recognized that decisions affecting the farm also affected the family. Extension recognized that wise use of soil and water resources were dependent upon well-informed decisions by the family unit.

The decisions which SCS and Extension counseled on varied widely. Perhaps the type of irrigation to be used was a question on one farm. How fast could financial arrangements be made for necessary drainage work may have been another question.

## Results Apparent

Results of early cooperative planning with farm families are now apparent throughout the county. Nearly all farms in the county are irrigated. Conservation of water, as well as soil, is important on these farms.

The Chester Miller family, with the encouragement of the District Conservationist, was one of the first to take part in Farm and Home Planning. One of their problems was

distribution of irrigation water. The topography of the farm is rough and washing of the soil due to steep slopes was common. Runs for rill irrigation generally were short.

A sprinkler irrigation system was indicated and SCS personnel planned the installation. Financing was worked out with Farmers Home Administration by the family, with Extension cooperating.

Field usage has been changed on the Miller farm. Production has doubled by increased pasture and hay output and enlargement of the dairy herd. Pride of ownership, lacking before the planning was done, is now clearly visible on the place.

Often associated with irrigation is the need for drainage, with resultant alkali accumulation. The Norman Crosier farm was characteristic of this condition.

His farm was surveyed by SCS which recommended drainage work. But, to be effective, the drainage work could not be confined to one farm. Cooperation of four other farm owners was necessary.

Under the leadership of Mr. Crosier, cooperation of the neighbors was obtained. SCS planned the neighborhood drainage system and the work was carried out over a period of two years.

Now the results are apparent. Where formerly the ground on many parts of the Crosier farm was white with accumulated salts, good cover crops are now growing. Where fruit trees died from excess alkali, replace-

ments are growing. Alkali is still present, but drainage has helped correct it and Extension's recommendations for resistant types of trees and crops have minimized its effects.

Production per acre is not yet as high as it might be. As time goes on, however, the excess salts will be removed. New trees replacing the killed and stunted trees will increase production.

Without the far-sighted cooperative planning by SCS and Extension and the farmer's willingness to improve operations, the farm would have continued to decrease in productivity. Now it is progressing more rapidly than the average in the community.

## How It's Done

One of the first steps in Farm and Home Planning is an inventory of the resources available to the farm family. If an SCS map has not been prepared prior to the inventory, it is recommended that this be obtained as soon as possible.

Usually SCS develops a complete farm plan with the cooperators. This is used by extension workers in developing plans with the farm family, particularly in relation to land use.

The combination of the farm map and land use recommendations is often indispensable. The map alone may lead to poor management decisions.

For example, Mr. and Mrs. Robert Assink purchased their farm in 1957. The farm map showed that approximately half of the farm was cut into  
(See *Teaming Up*, page 188)



# Probing To Determine Needs

by FERN SHIPLEY, *Federal Extension Service*



Arizona first-year 4-H girls learn fundamentals of sewing through the guidance of trained adults.

**W**HY don't more leaders attend training meetings? How important are meetings in a total training program? What can we do for the new leader? These are typical questions that Western States' 4-H Club and other supervisors faced up to in a series of three meetings last March.

Their discussions were sparked by data from the fifth phase of the Western 4-H Club study, a regionwide analysis that has been in action since 1949 under the able chairmanship of Associate Director Carroll Youngstrom, of Idaho. Since the beginning, Mrs. Laurel Sabrosky, Federal Extension Service, has guided the technical procedures, consulted with participating States and worked with the committee on analysis and planning.

Progressively, the study has probed deeper and deeper into the problem of how to keep beginning members in 4-H Club work for a longer period. Each of the five phases has been an outgrowth of the previous step and the resulting analysis and discussion.

## *Analyzed Reenrollment*

The first step was to survey and describe the first-year 4-H Club members. Reenrollment for the second year was correlated with age, size of club, project, and other factors.

Results showed that more than two-fifths of the first-year members were 12 years of age or over. And it was found that the older the boys and girls were when they joined 4-H

Clubs, the less likely they were to reenroll.

Fewer first-year 4-H members were reenrolling in large clubs than in smaller ones. Also, members reenrolled to a greater degree from reorganized clubs than from those that failed to reorganize.

First-year 4-H Club boys and girls who enrolled in certain projects had a greater tendency to reenroll than those in other projects. This raised questions about factors within the project, as well as about types of literature supplied, activities conducted, and help given.

Because reenrollment varied between States and among counties within a State, the committee then decided to study some counties having what seemed to be good 4-H programs. Detailed case studies were made in four counties, one each in Utah, Wyoming, Montana, and Idaho. The results, showing 15 factors related to high reenrollment, were summarized in a training leaflet called *Going Up*. Later it was reissued under the title *Boosting 4-H Reenrollment*.

In Phase III came real involvement of county staff members. This phase was undertaken because even the "good" counties lost first-year 4-H members. Case studies were made of 203 boys and girls who had remained in club work only one year. Agents making the studies reported that this was a meaningful training experience for them.

These studies revealed that when a member dropped out, it was usually

because help and encouragement were not available to them when they needed it. Generally the local leaders had not been equipped to help the member in that particular situation.

Progress towards better 4-H programs was marked when agents realized that the program, not the member, had been inadequate. Out of this third phase came the training bulletin, *Meeting the Basic Needs of First-Year 4-H Club Members*.

This bulletin, and other Western Study findings are generally applicable to club work across the country. The West has all types of 4-H organizational patterns—project clubs, school clubs, community clubs, and combinations of all three. Many ideas and experiences from other localities are intermingled.

## *Studying Attitudes*

It was evident to the study committee, however, that the findings were not boosting reenrollment to the degree expected. Deeper probing was necessary to accelerate progress. So, Phase IV was undertaken, this time a study of extension workers to try to find out if their attitudes toward 4-H work were affecting use of the study findings. Attitudes were found among some workers that indicated a lack of interest in improving 4-H work. These findings were distributed to the State administrative staff for use as they saw fit.

The findings pointed up the need of a fifth phase focused on the operation of a fifth phase focused on the operation. (See *Determine Needs*, page 182)





# TOWNSHIP EXTENSION PROGRAM

## an experiment in education

by L. H. BROWN, *Extension Specialist in Agricultural Economics, Michigan*

**A**GRICULTURAL leaders have long been concerned with the time lag between the development of new technology and its general adoption by farmers. In 1953 Michigan extension administrators decided to do something about it. The result was the Township Extension Program.

The program was financed jointly with funds provided by the Kellogg Foundation, the State, farmers, and in some cases by local business firms. An extension agent was placed in each of five townships representing different types of farming in Michigan's lower peninsula. The selected townships were located as far as possible from county extension offices.

The broad objective of the Township Program has been, "helping farm people to achieve a more prosperous, productive and otherwise satisfying farm life." This has been carried out through personalized "on-the-farm" educational work.

The five agents were experienced extension workers and had demonstrated ability to work with farm families on an intensive basis. In this new program they were administratively a part of the county extension staffs. But in planning they worked directly with the State leader of special programs. A farm management specialist helped coordinate plans.

In order to evaluate the program, a research project was set up under the guidance of Dr. James Nielson, agricultural economist. He made benchmark surveys in both experimental and control areas, followup surveys at the halfway mark, and

will make a final survey early in 1959.

The township agent and his family became 24-hour-a-day members of the community and participated in all community activities. This produced some new situations for the extension workers.

First, the extensionist became a neighbor with most of his clientele. And most folks feel free to call on neighbors for anything, any time.

Secondly, he is a 24-hour representative of an educational institution which is a source of up-to-date information. This presents some problems at times. For example, the man tends to become a symbol of the institution. When personnel changes must be made, people find it difficult to accept the idea that someone else can do the job.

Of course, there are many advantages of living in the community in which one works. As the agent becomes established as a source of technical and economic information and a demonstrator of how to use this information, he tends to be used intensively. Whether he is in church, shopping, or in his office, he must be prepared for questions.

### *Growing Pains*

The Township Program experienced some growing pains common to any program designed to work closely with people. One was the problem of getting acquainted and establishing confidence.

People must be sure that the agent "knows his stuff." And they must

have confidence that personal matters will not be revealed to neighbors. Most agents say it took one to two years before real headway was made.

In dealing with this problem, the advice of the late Michigan Extension Director, C. V. Ballard, proved to be invaluable. He said that if, in your early contacts with a man, you can tell him something he knows to be true, he will always consider you to be an expert. And, if you ask for a man's advice or counsel on something he knows, he will always regard you highly. The township agents proved this to be sound psychology to apply in getting established in the community.

### *Get-Acquainted Calls*

Another means of getting established was through get-acquainted calls, without invitation. The agent picked up information about size of operation, kinds of enterprises, and size of family. Any ideas for recommended changes gained from such a first visit were inventoried for future reference as a basis for motivating the family. Frequently such a visit resulted in a request for information or future help.

Early in the program the agents established several farm planning groups, usually of younger families. Five to eight families were led through a planning procedure—recording facts about the present situation, establishing goals, and developing plans for attaining these goals. The agent visited individual

(See *Township Program*, page 191)



## DETERMINE NEEDS

(Continued from page 180)

opportunities that local leaders have had for training. Training is a broad field, so the committee decided to concentrate on a study of county leader training meetings. The committee considered that county staffs, with their heavy work loads, must rely upon meetings.

They also realized that many things can be more effectively presented in a group training opportunity where leaders can share with each other.

All training meetings for 33 counties—304 meetings with 3,307 volunteer leaders attending—were observed and tabulated over a 12-months period. The quality of the training job was not appraised—only the opportunity the leaders had for training. The hypothesis was that if there were not enough leaders attending training meetings, if there were not enough meetings, if the information obtained from 4-H studies was not included in the meetings, then something extra would have to be done to get study findings into use.

Again the participating counties had the richest opportunity and the survey became a training experience. When "our" county's data was included, "we" were most eager to

know the findings and were alerted to causes and effects.

The 10 areas included in the survey blank were the result of discussion and correspondence by the State Club Leaders of the entire Western Region.

More than 30 States are using these 10 areas as a basis for a sharing effort in leadership training. Each State has selected one area and is developing materials and conducting a training program. The methods and materials that prove effective will be shared with other States.

Mrs. Sabrosky, as consultant to the Study Committee, has pointed out other pertinent research about help that leaders need. At the recent Western meetings, serious consideration was given to these first-priority needs of new leaders: Explanation of their duties, information about help available for doing the job, training to understand young people better and how to work with them, ideas about how to develop a recreation program, personal consultation with the professional leader, and moral support from the trained personnel.

Experienced leaders want, as first priority: Training in subject matter, opportunity to share experiences with other leaders, help with recreation activities, and ideas on how to obtain better parent cooperation.

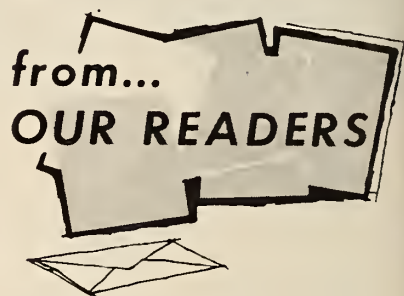
This information was helpful in analyzing the results from Phase V. When it was found, for example, that only 56 percent of the leaders attended any training meetings, immediately the questions were, Why didn't they attend? Can our meetings be better planned and conducted? How can we reach those leaders who do not attend?

Lack of attendance was most acute among beginning leaders who apparently had greatest need of the help. Timing of meetings, content, methods used, who did the teaching, and size of the group are all part of the significant information. The job now is one of application.

It was interesting to note that results varied more between counties within a State than between States. That apparently brings need for further analysis of tenure and training of agents, planning processes used

for program determination, 4-H events conducted, and program emphasis.

The Western Regional Study Committee plans an October meeting when they will consider the next steps in regionwide effort. Directors have given full support to every phase of the study, realizing that we must take a searching look at our program in operation if we are to make meaningful program changes.



### Value of Thesis

I read with much interest the January issue, *Doors of Opportunity to Professional Improvement*. I was a Pfizer award recipient in 1955 and share with Mrs. Middlemast deep appreciation for this assistance.

One phase of my graduate experience which was especially valuable was writing a thesis. My thesis was based on a survey of 50 farm families and dealt with decision-making.

In addition to all the specifics I found out about the 50 farm families, conducting this survey and writing my thesis was a worthwhile personal experience. First of all, it gave me a fine opportunity to talk with farm folks in their homes. More than this, it showed me what can be found out and observed through a planned home visit.

It helped me develop a new frame of reference for reading and analyzing publications which come to my desk. It made me realize that it is not enough just to get ideas from people, either through personal contact or in meetings, but it is also necessary for the county worker to interpret what he is told.

LOUISE C. DIX, *Franklin County Home Economist, Pa.*

(Mrs. Dix became State Home Demonstration Leader in New Hampshire on June 17.)



Arizona adult shows sympathetic interest while a 4-H'er learns skills of how to do.



# Today's Changing Agriculture

## The Supervisor's Role

by VINCENT M. ANDERSON, *District Supervisor, Iowa*

**H**AS the role of the extension supervisor changed? Are the qualifications of a supervisor different today? How can a supervisor keep up with the changes that are taking place?

Problems are arising from the growing complexity of farming. Challenging social, economic, and technological changes, innovations in marketing and consumer interests, and growing interrelationship of agriculture, industry, business, and government must be met.

The significance of these changes is well expressed in the Scope Report: "Extension must be ever alert . . . to adjust its programs, focus and methods to insure that its resources are used most efficiently and in keeping with the ever-changing problems of the people demanding services of it . . . There is constantly the necessity of continuous focusing on essential—though shifting—areas of need."

This means that Extension must focus on the expanding demands of a changing situation. It calls for strong emphasis on program development, administrative decision on priorities, and techniques for action.

### *Liaison Job*

In the middle of all these changes are the extension supervisors—the men and women who are the liaison between administration and county staffs.

Today, the supervisor functions as a liaison for extension, county staffs, specialists, county governing bodies, and other groups. His activities deal with programs, personnel, budgets, salary ratings, reporting, and evaluation. He plays an important role in

the recruitment, placement, and training of county staff members.

In the past, a supervisor was expected to have such characteristics as initiative, tact, intelligence, integrity, knowledge of Extension, good judgment, loyalty, and cooperativeness. Today he needs additional characteristics: The supervisor must be a good planner and a good judge of men; he must have the ability to lead, inspire, and teach; he must have broad knowledge and interests and a background similar to those who are supervised.

One of the most important roles of today's supervisor is that of a program leader. If he is easily satisfied with going programs, he may be a liability. He must coordinate the activities of county staffs and specialists, keeping in mind the problems of the local as well as the State-wide program.

### *New Requirements*

Dr. J. Paul Leagans, in the publication *Developing Professional Leadership in Extension Education*, says:

"This new chapter (in extension work) will require analytical and creative thinking and produce opportunity for extension people to become not just competent technicians but educators. Programs will need to be developed that are centered on the important problems of the people and their community . . . , unimportant ones will (have to) be excluded."

The extension supervisor has a major responsibility in continuing to seek new knowledge in order to maintain his competence for his job. He  
(See *Supervisor's Role*, page 185)

## The Specialist's Role

by A. H. WALKER,  
*State Agricultural Leader, Texas*

**T**RAINING and experience in a specific subject matter field of agriculture are not enough to become an effective specialist today.

Formerly, the big job of the specialist was to make people aware of their problems, then show them how to do something for improvement. Specialists asked, "Will it work and will it pay?"

This situation exists only to a limited extent today. With active program building committees and subcommittees in the counties, the people are aware of their own problems and are planning what to do about them.

### *Growing Demands*

In today's changing agriculture, a specialist must continually study and observe to keep pace with the people whom he is trying to serve. He must be a human dynamo, a showman, a thinker, planner, and coordinator. He must be aware of his relationships with agribusiness groups. At the same time he must keep in mind his relations with specific publics.

Yes, the specialist today needs training in subject matter, but the field is much broader. He must show the why as well as the how.

Basically, a specialist of today needs training in a specific field, with at least a Bachelor's degree. A Master's degree is desirable, although this need not necessarily be in the same subject matter field.

Courses in psychology, communications, public relations, management, and training are essential. He needs experience working with people, encouraging them to think, motivating  
(See *Specialist's Role*, page 185)



## MIGRANT WORKERS

*(Continued from page 177)*

ever gotten up in public and said anything. I worried all afternoon and prayed, too, but when I got up to make my chicken, something happened and I enjoyed it and didn't mind a bit." One of the greatest accomplishments of the meetings was getting the women out of their camps and mixing with community people.

Family nights were held to provide recreation for the Spanish-American families and the Mexican contract workers, or Nationals as they were called. Spanish movies and color slides of Mexico were shown. Their appreciation was evident from the rapt attention of the audience.

4-H demonstrations were held in the camps. One migrant boy was president of his club in Texas and many young people were interested in the 4-H program.

Health needs came to light in visits to the camps. Through the assistance of the county health nurse, medical care was arranged in several cases. These included a child subject to epileptic seizures, a tubercular father, a man who needed to have a diet for high blood pressure translated into Spanish, and a deaf child needing institutional care.

### *Benefits of Program*

Obvious benefits were the increase in understanding on the part of farmers, migrant families, and members of the community. Feelings of mutual sharing and understanding attitudes developed as the project got underway.

The influence of the regular visits to the worker camps was shown by improvements in housing, new skills in sewing and handicrafts, and more orderly camps.

Migrants were deeply appreciative. Although considered shy, they seemed to overcome that in a short time because of the friendly treatment given them.

Farmers who had been hesitant about the value of the program at the beginning were enthusiastic about results at the end of the summer. Such improvements in facilities as

refrigeration and provision of a laundry room were noted. One farmer plans to provide a playground for the children. Whole hearted support was given for continuation of the project for the coming year.

Relations between the local people and the migrants have been reasonably good. But the local citizens asked, "How can we get along better?"

One answer was to learn to speak the language of the field workers, so a course in Spanish was set up. Emphasis was on words and expressions that people need for contacts with Spanish-speaking people at the stores, the bank, the post office, and on the farm. The course was completed by 56 local residents, including farmers, merchants, bank tellers, and extension agents.

Homemakers and 4-H leaders in Marquette County are carrying on the work started last summer. County agents have held training meetings for leaders in sewing, foods, 4-H demonstrations, and recreational activities. Farmers and Spanish-American leaders served on a planning committee for the 1958 work of homemaker and 4-H leaders in the camps.

Marquette County Agent Tom Brady predicts that Marquette County will continue to grow as a vegetable producing area and that farmers will continue to need migrant help. So foundations being laid now will be even more important in years to come.

## FUTURE IN MARKETING

*(Continued from page 174)*

individuals with different disciplinary backgrounds in the future.

There is much interest in marketing educational programs on the part of agents, specialists, and administrators in the Cooperative Extension Service today. The Extension Committee on Organization and Policy has a subcommittee on marketing which is devoting its attention to future development of the program. The climate will likely be very favorable for further development of marketing educational programs in the next few years.

## GEORGIA REORGANIZES

*(Continued from page 178)*

strict leadership, including administration, supervision, and programs, now rests in this position.

In the near future, the chairmanship plan will be extended with the appointment of county chairmen. County chairmen will be recommended by district chairmen and appointed by the Director, with any person on a county team eligible to serve in this position.

- The budget has been consolidated into six permanent financial projects — administration, information, agriculture, home economics, youth, and county extension work. This not only allows greater flexibility of the budget as a tool but reduces the number of plans of work and annual reports.

- Work in county offices is being made more efficient by adoption of a master file for all subject-matter and program materials. This will improve communications between State and county staffs and will greatly facilitate orientation of new personnel.

- Plans are underway to set standards of performance and job descriptions for each staff position. New positions must await the securing of additional funds.

Eventually we expect to have a district agent chairman, district home demonstration agent, district agricultural agent, and a man and woman district 4-H Club agent. With the changes indicated above, we already are becoming a more efficient team.

The establishment of intricate and rigid lines of procedure was not the intent and purpose of this study. Lines of organizations are only boundaries of channels to facilitate clearer communication and quicker action. We asked the Federal-State Study Committee that administrative and supervisory lines be made no higher than the ink on the paper.

We in administration intend to remain just as accessible to everyone as circumstances permit. We want the Georgia Extension Service to remain our "Extension family," composed of



members who share mutual admiration and respect. Any structural changes which tend to lessen our present spirit of unity would lessen the effectiveness of our service.

## SUPERVISOR'S ROLE

*(Continued from page 183)*

must constantly strive to take advantage of the many opportunities available.

One of the best opportunities for self improvement is through contact with coworkers. By maintaining a cooperative and willing attitude with workers in all areas of extension, the supervisor can reap the benefits of their ideas and knowledge.

New materials, available from a multitude of sources, are another means of keeping up to date. Publications from Federal and State offices and other areas provide much helpful information.

In recent years many opportunities have developed for supervisors to keep posted: Workshops have been established and active participation and follow-through will help keep supervisors current on many major issues.

Extension summer schools are still another means in which supervisors can gain materially, not only in relation to subject matter covered but in association with others who have similar problems.

The National Agricultural Extension Center for Advanced Study provides supervisors with an opportunity to improve their competence and proficiency.

These and many more are not just opportunities—they are musts for the supervisor who wants to keep up to date on his job.

### *In a Nutshell*

Dr. Robert C. Clark, director of the National Center, has summarized the role of the supervisor in a modern extension service. In the foreword of the report on Supervision in Cooperative Extension Service, by Rogers and Olmstead, Clark says:

"The role of the supervisor in the Cooperative Extension Service is being recognized as increasingly diffi-

cult and important in developing an effective extension program. In a 'middle management' capacity the supervisor is looked to by the administration, the specialists, and the county staffs as an interpreter of policy, a trainer, a planner, a stimulator, a coordinator, and an evaluator. The responsibilities of a supervisor continue to increase in scope and complexity with the expansion in services rendered and staff employed. Competency in the performance of such varied and complex functions requires continuous training for this important job."

## SPECIALIST'S ROLE

*(Continued from page 183)*

them to learn, accept, and use new knowledge. A specialist must be well read in related fields such as history, philosophy, objectives, problems, and methods of extension work.

Self-study, attendance at short courses, lectures, and extension education courses are helpful. He needs a comprehensive knowledge of the principles of adult and youth education and educational methods employed in conducting successful extension programs.

Extension programs have broadened so the specialist needs to supplement

his information with a working knowledge of allied fields. Since the farm family is concerned with all activities of the farm, teamwork among specialists is essential.

As demands on the specialist's time increase, he becomes a teacher of teachers—training agents in district and sub-district meetings. Individual county contacts are made to keep up with overall developments, but the specialist concentrates in training leaders and working with groups.

He must hold the broader views of modern extension work which concern rural development, community improvement, and urbanization. This creates even more demands on the specialist and requires the use of all types of educational facilities to do the best job.

The specialist today is required to serve on committees on county, State and national levels for solution of mutual problems. He must be ready and willing to accept these duties even beyond the regular line of duty.

Extension is a mixing and blending of research, demonstrations, practical experience, and common sense. Specialists are not born; they are made and developed through practical experience, study, and observation. It is both a challenge and an opportunity to be a specialist in today's changing agriculture.



Cotton demonstrations in the Lower Rio Grande Valley of Texas will show which varieties are best adapted to machine harvesting. George G. McBee, specialist in agronomy, (right) and County Agent James D. Selman, Jr., of Willacy County, planned the demonstrations.



# Training To Meet Changing Times

by JOHN T. STONE, *Training Officer, Michigan*

**H**ow are we going to acquire the professional competence to give effective leadership to the extension program in the years ahead? Is the answer to be found in more training meetings, workshops, tours, and conferences?

A look at the rapidly growing list of these 1, 2, and 3-day training activities indicates an affirmative answer. Short training sessions, often covering a wide range of topics, are generally accepted as helpful and are popular with agents and specialists alike. They provide the specialists with an opportunity to train large groups of agents who find this way to keep up-to-date.

Some people, however, say this method is producing agents who know a little about many things, but not enough about anything to be effective. They point out that, because the people we work with are becoming better educated and more specialized, agents must possess a higher degree of specialized competence. Otherwise, they say, people will by-pass the extension agent in the quest for knowledge to solve their problems.

Supporting this point of view is the fact that most agents have a general agricultural or home economics background. To conduct effective programs in new areas of extension responsibility, they need to become familiar with entirely new bodies of knowledge which, it is argued, cannot be done in a 1 or 2-day workshop.

## *Concept of the Job*

As we struggle with this question of what might be called horizontal vs. vertical training, it became evident that everyone's concept of the county agent's job was not the same. After extended discussions and a study of the Scope Report, we realized that each one was thinking of the county agent in terms of a stereotype.

We were not seeing the individual agent's learning problems and the many different kinds of jobs to be done. Unquestionably, the Extension Service needs agents with widely different skills who can give professional leadership in each of the nine broad areas of program emphasis.

This report also helped us to distinguish between National, State, and county program levels. A nationwide organization must have a broad program to permit adaptation to specific situations. And a large organization with many staff members can do more different things effectively than a small one or a single agent in a county. Therefore, a county program must be more specific.

Through the program planning process, a few areas should be selected for emphasis at one time. These should be unique to the local situation within the broad framework of the State and National program.

Based on this accepted extension philosophy, no two counties will have the same program nor will the agents have the same teaching responsibilities. The latter is especially true in multiple agent counties where the trend is to assign agents to specialized program responsibilities.

This concept, recognizing many different county agent jobs with changing educational responsibilities, logically supports the importance of individualized training directly related to specific program needs. At the same time, all agents have some common training requirements and there is a place for the horizontal-type of training.

We must also find a way to bring about greater depth in the training program so that individual agents can conduct totally new kinds of educational programs. Because of this conviction, we evaluated our in-service training efforts of the past in terms of the changes in the ability of agents

to carry out new and experimental programs.

Four programs were singled out as being particularly effective: graduate training, both on and off campus; township agent training; consumer marketing agent training; and resource development agent training.

Three common characteristics were noted in each of these. First, the training was planned and adopted to the individual agent's background and future program responsibilities. Second, a series of learning experiences were spread over a relatively long period of time. This involved the interaction of a small group concerned with a specific topic. Finally, there was a concentration of study on one subject at a time which involved considerable individual effort on the part of the agent and instructor.

With the help of the professional improvement committees of the agents' associations, we have incorporated these features into a long-range training experiment. It was planned to complement other forms of in-service training.

## *The Experimental Plan*

Every agent, with his supervisor, determines his major training needs at least one year in advance. Then agents with similar learning interests and problems in each district organize into study and work groups of 5 to 10 agents. For periods of 6 weeks or more, these groups meet periodically with a specialist to intensively improve their competence in the selected area.

Specialists develop professional training courses or organized learning experiences on specific county problems or subjects to meet the needs of these study groups. These include plans for individual work with each agent on his educational program in the related area of emphasis.

No fees are charged for these courses nor is University credit given. However, if an agent qualifies himself through additional personal study, it might be possible to enroll in a related University course and earn credit by passing the examination. A record of participation in each pro-

(See *Training Experiment*, page 191)



# Training Extension Workers for the Future

by F. E. ROGERS, *State Extension Agent, Missouri*

**W**HAT are the training needs of extension workers in an agriculture that is described by such terms as mechanized, specialized, and integrated, and that is characterized by a rapidly declining population?

Farming has changed tremendously since the Extension Service was born in 1914. At that time, farmers lived in a world largely self sufficient. A lack of transportation and communication facilities limited their opportunities to get new information and provided the new extension worker with a definite job.

The record of help we have given people in reaching many of their goals of increased efficiency, higher incomes, improved homes, and better family living is one of which we can be proud. However, a good past can be dangerous if it makes us complacent about the future.

## *New Look at Training*

This changing role in agriculture suggests that a new look should be taken at training for future extension workers. The starting point is the pre-service training offered at land-grant colleges. It's the responsibility of extension administrators and training leaders to suggest and encourage colleges to teach courses needed. Then they should encourage prospective agents to take these courses that will further qualify them for extension work.

This year more than 300 county personnel in our State were asked to indicate the courses that were of most value to extension workers. The majority indicated that basic subject matter courses were most important.

At the same time, many stated that the advanced courses in subject matter were of little value because much of the technical information taught

was soon outdated. A large percentage of agents said courses in public speaking, news writing, sociology, psychology, economics, and farm management were most important.

Certainly extension can't expect the resident faculty to supply all the training needed for its staff. In-service training is highly important if we are to have efficient and effective extension workers.

And the first year is the most strategic period. It's then that new employees must get satisfaction from their work, experience a feeling of "belongingness," and feel secure in their work.

## *Gear to the Individual*

A well organized in-service training program should start with helping new workers to become adjusted. And this training, to be most effective, must be geared to the individual because each person is different. When we find out about his knowledge, interests, skills, habits, past experiences, attitudes, prejudices, goals, and family, we are ready to fit our training to the needs of the newly employed agent.

And when we gear the training to the individual's needs, most of it will be done in a job situation similar to that in which he will work. Here he can observe the work as it is supposed to be done, have an opportunity to try out what he has learned, and have an analysis and evaluation by a coworker who serves as a friendly trainer.

A job description should be the basis for determining training needs. Unless the trainer has a clear understanding of what the trainee is expected to do and how it can best be done, the training is likely to go astray.

Present needs should serve as the starting point for in-service training of experienced agents. All Missouri agents were asked this year to indicate their main training needs. They said they needed the most training in how to: develop, train, and motivate leaders; help farm families to analyze their situation, develop goals, and set up procedures to reach these goals; use the best teaching methods; carry out a plan for self-improvement; and promote and publicize the extension program. These areas will make up the main core of our State training efforts for the year ahead.

If we are to meet the challenges outlined by the Scope Report and furnish the leadership in a dynamic program, extension workers of the future must be better trained than many are today. We need to give more consideration to specialized training in order to meet the needs of specialized farming.

## *What We Need*

We must learn how to use counseling techniques or otherwise teach individuals how to make decisions in farm and home management, community life, and public affairs. We need to know better how to lead groups to make decisions as a means of motivating them to take action. This technique is particularly important in developing extension programs and in public affairs education.

And most of us need training in how to motivate people. This means we need training in the whole field of human relations and the diffusion process. Extension's future will depend on the kind of workers we have and how well they are trained to meet the needs of our changing times.



## WHAT'S HAPPENING

*(Continued from page 171)*

Although the land-grant college system was established to serve all the people, its obligation to agriculture has been stressed from the beginning. To cope with the problems spawned by a society living in technological revolution, these land-grant institutions have broadened their programs greatly.

It would have been the height of folly for these institutions to have fixed inflexible programs based on conditions of agriculture that existed when the Hatch Act of 1887 created the Agricultural Experiment Stations or the Smith-Lever Act of 1914 created the Cooperative Extension Service. Literally, the wellsprings of progress have been fed by changes in concepts of what constitute worthy agricultural research, Extension, and college teaching. But, have we kept fully abreast of adjustments required by the bewildering revolution with which we are dealing?

### **Factors To Recognize**

We must recognize the nature of job opportunities open to farm-reared college graduates. Increasingly, successful operation of a farm or ranch requires upgrading of technical and management skills. But we must also recognize that opportunities for entering this field have been and will continue to be relatively limited. This suggests the need for emphasis on practical management assistance for those already in the competitive business of farming, and for recognition of the limits of newcomers.

Let's explore fully the potential suggested by the fact that agriculture-related employment opportunities are numerous. Knowledge and skill requirements in these positions are equally exacting. Our 4-H programs and student counseling must also recognize that many farm-reared youngsters will find their greatest opportunities for gainful employment outside of the agricultural industry.

More broadly, we must remember that the efficient operation of a democratic society presupposes an enlightened citizenry. There is a re-

sponsibility to aid all students and our adult constituents in understanding the nature of the highly interdependent society in which we live. Groups active in shaping public policy have a right to turn to the land-grant colleges for leadership. We must remain in a position to provide this leadership.

Finally, there is the problem of helping people gain full benefits from the fruits of their labors. We are living in a period of material abundance. A large part of our population finds this abundance accompanied by an increase in leisure. There is a great role to fill in helping assure constructive and satisfying use of leisure time.

The major challenge confronting us who deal with the educational needs of agriculture in a dynamic society is the challenge to recognize the nature, direction, and implications of forces operating for change in agriculture. Having done this, we must make timely and constructive adjustments in our programs of teaching, research, and Extension. We can give no less if we hope to continue to deserve and receive support as public institutions contributing in a positive manner to the general welfare.

## TEAMING UP

*(Continued from page 179)*

long, narrow fields with irregular boundaries. From a management standpoint, it would have seemed desirable to consolidate the fields and straighten the boundaries.

However, a study of the land use recommendations and closer observation of the soil indicated the need for long, narrow fields. The soil on the field boundaries is shallow and rocky, of little agricultural value. However, it is valuable in draining excess irrigation water. Wise land use indicated that the fields remain as they are.

Cooperative planning between the farm family, Extension, and SCS has resulted in better land and water use, more productive farms, and more satisfied farm families. Extension and farm families will continue to rely on SCS for guidance on wise

land and water use. SCS will continue to rely on Extension for work with families on farm and family management problems. Farm families, SCS, and Extension will continue to team up in Farm and Home Planning.

## IN THE MIRROR

*(Continued from page 176)*

suggested that Plains States' congressmen work together on legislation aimed at economic stability for the area.

These 11 points were not designed as an "action program." They were advanced to stimulate thinking and arouse interest in the problems of the Great Plains.

Shortly after the meeting County Agent Hoffman proposed a follow-up publication, based on the lessons of Kraenzel's book. The 28-page booklet outlined steps necessary to unify and strengthen Sedgwick County agriculture, business activity, and family and community living.

Community leaders contributed their experience and knowledge in drafting sections of A Plan for the Plains. Because of its plainswide application, the publication was



Businessmen and professionals were drawn into the problems of agricultural adjustment. Men like Lawyer R. D. Dittmore (left), shown with County Agent Bob Josserand, were deeply concerned with changes in the economic and social structure of the community.



underwritten by the Colorado Extension Service.

The booklet has been used widely by the State Agricultural Planning subcommittee in discussion groups in many counties. Virtually all Plains States have used it in discussion groups and, in one case, for formal workshop sessions.

Based on first-year success, the 1958 county program included another successful series of discussion meetings, following the same general pattern. For a discussion book, leaders chose Lauren Soth's *Farm Trouble*, then invited the author to discuss his views at a general meeting.

Carl Meline, local rancher and county commissioner, sums up what this look in the mirror has done for Sedgwick County. "We now have a built-in interest in our problems," he reports. "This influence is paving the way towards their solution."

## THE CHALLENGE

*(Continued from page 172)*

These are a few indications of what is happening and will continue to happen in our agriculture. You can see them from your own kitchen door, your super market, your milk plant, or any one of 100 vantage points.

These dramatic changes are coming about because of our desire to seek and find new methods through research and to develop an educational system which not only trains the researchers and the teachers but also increases the economic and technical literacy of the producer, the homemaker, the handler, the processor, and the merchandiser.

Extension during this process of growth and change has gone through three rather distinct eras.

a. The era of the skeptic—book learning. "It was good enough for father—it's good enough for me," was a common attitude.

b. The era of confidence—demonstrations showed the way. "If it works for Joe, it will work for me," became common thinking.

c. The era of dependence. "Let's check with the county agent before we change," has become an everyday thought.

Along with the era of dependence has come the problem of communications. The audience has outgrown the venturesome few of a few decades ago. While demonstrations are as effective as ever, even they must be adapted to today's needs.

## Today's Approaches

Overcoming skepticism is no longer the big job. Today's big job is how to reach more people in such a way that they can understand and apply this whole complex of modern science under a system of up-to-date management in their own homes and on their own farms.

The unit approach, or Farm and Home Development, is being used widely with those who need this kind of help and to the extent that there are enough hours in the week to do it. One director said recently, "Our people are now demanding that more of our energy be expended in this direction."

As another example of a shift to more intensive teaching, Michigan has been experimenting with township agents to provide this more intimate kind of extension work.

The current effort to better understand principles of communication and apply them through modern means is a well-directed effort designed to streamline the flow of information to our many diverse audiences. The realization that we are dealing with people, many of whom expect tomorrow's ideas today, is causing us to carefully examine every known device from the over-the-farm-fence interview to the demonstration on TV.

The day has passed when "the professor knows best" what the "extension curriculum" for any county should be. Program projection is putting new emphasis on the importance of providing local committees with all the information available concerning resources that will help them to help Extension pattern a dynamic program designed to solve their own problems.

These resources are not only natural resources but those in the economic realm such as capital and credit and markets—in the technological field from modern chemistry

and genetics to power units. They also include our schools and land-grant colleges and farm, social, and church organizations, to say nothing of our greatest resource—our people. With the rising level of formal education, aided by the informal programs such as Extension, local people have never been as competent to make sound judgments as they are today.

People are showing an ever-increasing concern for more objective information on the many off-farm influences which govern their daily lives and level of living. This tests not only our objectivity but our ability to assemble facts and present them in a way that they can be intelligently discussed and understood. In this category may fall subject matter ranging from a discussion of a local ditch problem to international trade.

Recent pilot efforts in Rural Development covering 63 counties and 9 trade areas in 30 States and Puerto Rico, made possible by special Federal appropriations, point up a new area of emphasis for Extension. While this effort focuses particular attention on these people and communities which have been pushed to one side by the on-rush of modern technology, it brings us into a new relationship with other agencies—local, State, and National. It has opened up a new vista of teamwork to help do a job that would be difficult indeed for any one agency to undertake alone.

## Focus on Challenge

I have mentioned only a few items and commented on only a few ideas which may help focus our attention on the "challenge of change."

There are myriads of questions we must ask ourselves as we examine the task ahead. Are we keeping abreast with an adequate in-service training program? Are our opportunities for professional improvement in tune with the times? Do we make the best use of opportunities which we are afforded? Is our organization in the county—at the college—in the Department a 1958 model? Are we set for the next phase of the technological explosion? What does the "space age" hold for Extension?

This is the Challenge of Change.



# To Determine Training Needs

by HARRY D. COSGRIFFE, *State Training Leader, Montana*

**W**HAT to include in extension training programs and how to provide this training are among the difficult decisions facing extension administration in this increasingly complex society.

Training events used to be scheduled on short notice, sometimes when someone had a particularly bright idea or perhaps the loudest voice. However, the complexities faced by all personnel now make it necessary to plan training on a long-range basis. But, how can this be done?

We think that our committee approach has been a first step in improving our decisions on training. This might be called the integrated approach since four groups actually assist in deciding training. These are the administrative staff, the State professional improvement committee, and the professional improvement committees of the home demonstration agent and agricultural agent associations.

How do we decide on our training program? Our State professional improvement committee recommended this procedure which was adopted:

Specialists and supervisors, through observation, personal interviews, and group meetings, submit training proposals to the training leader by midsummer for the next year. The training leader summarizes these proposals and the summary is sent to State staff members and the professional improvement committees of the agents associations. Summaries are forwarded to county personnel by their committees.

The proposals are reviewed and suggestions from agents are returned to their committees. During the 4-H Congress in late August, time is provided for the agent associations to review the proposals and make their final recommendations. Following these sessions, the agents' representatives meet with administrative staff

members and the State professional improvement committee to review and clarify their recommendations.

Original proposals and additional recommendations are then considered in administrative staff conference and final decisions made on training for the entire year ahead. The State professional improvement committee also reviews the proposals.

We are now deciding our training calendar for 1959. All staff members will receive this calendar before writing Plans of Work in December.

This process helps to uncover significant training needs but it must be closely geared if the training program is to be representative of staff thinking. Supervisors, specialists, and the professional improvement committee all play an invaluable part in keeping the process moving.

Training events this year include the 4-H Leaders' and Agents' School, 8-day Communications Schools, Live-stock Marketing Schools, Crops and Soils Clinics, Irrigation School, Newer Extension Workers' Conference, Program Development Workshop for Home Demonstration Agents, and Farm Management Workshops. In addition, a special training session was held for agents working with Indians.

Yes, there are problems. Supervisors are searching for better approaches to getting the thinking of agents on training. Specialists say there is more need for coordinating subject matter training so that agents can better relate specialized subject matter to farm and home planning.

The professional improvement committee has helped to identify competencies needed by extension personnel. Committee members say that we need to get the assistance of all staff members in helping our workers become competent in these areas.

Decisions made on what to include in the training program will affect considerably the progress of Extension in the years ahead. The committee approach has been helpful in providing guidance both for the immediate future and the long pull ahead.

## FARM FAMILY

*(Continued from page 173)*

technology we teach must be of a higher order than ever before, even though it may decline in importance in the total extension teaching job. Much of the farmer's technical information will come from other sources, while Extension must consider the total need.

We who serve farm people will have to give more thought to ministering to the life of rural people than to their business. We have a great stake in the family as an economic and social unit.

From the first, Extension cast its lot with the family. The family is still the most stable institution in our society. This venerable institution can reach its highest fruition in the rural community.

Of course, the rural family must recognize technological change and reconcile itself to current patterns of economic productivity and development. As agriculture ceases to become a way of life and becomes more and more a business, the greatest need is to nourish the appetites and abilities that make for a good life.

Home and youth agents have been working toward this goal from the beginning. Agricultural agents, too, have worked at improvement of the farm business with an eye to the real goal of better living.

Our nearness to the family and our understanding of the rural setting equip us well to assume this broader duty.



## TRAINING EXPERIMENT

*(Continued from page 187)*

Professional improvement course will be kept in the agent's personnel file and official recognition will be given.

Groups are now being organized around different problems. For example, one is personnel administration, of special interest to newly named county extension directors.

Success of this experiment can only be measured in the effectiveness of the Michigan Extension program in the future. Some of us are convinced that this is a design for training that can help extension workers acquire the competence needed to meet the changing times.

## TOWNSHIP PROGRAM

*(Continued from page 181)*

families between group meetings to discuss personal problems. Once a family completed the series of meetings, the process of getting acquainted and establishing confidence was usually complete.

It was realized early that the more important farm problems involved major adjustments in business organization, use of credit, family operating agreements, and inheritance problems. To help with these, agents needed a sound knowledge in fields which were somewhat new to them. Getting needed facts before the farm family required that the agent become acquainted with personal business and household financial records, including net worth statements that listed assets and liabilities.

### *Different Methods*

With more time to spend per family than the conventional county worker, township agents alter the methods used. For example, they spend less time in the office, hold and attend fewer meetings, and put less effort in disseminating generalized information by mass media.

On the other hand, they make more farm calls, spend more time teaching families to analyze their own situation and make decisions which will move them toward their

goals. Monthly meetings with the Township Extension Association boards of directors give the agents "grassroots" guidance in program development.

### *Generating Interest*

Three agents produce an annual farm business report based on records kept by families in the township. Individual records are not identified but reports are organized so that each family can compare business results on 50 different factors. These are invaluable in pinpointing needed improvements and motivating action.

Enterprise-oriented farm tours for groups of 10 to 25 farmers are organized to visit farms both in and out of the township. Several tours have been made to adjoining States, including a hog farm tour to Indiana and a tour of dairy farms in Wisconsin.

All agents use the one-subject postcard or letter to remind their farmers of timely topics and give how-to-do-it information. Louis Webb's Newton Nuggets are postcard reminders "short enough to be read while a person is walking from the mail box to the house."

### *Inspirational Touch*

Albert Hall uses a weekly newspaper column called *On the Farm* which presents information with an inspirational, philosophical touch. Many farmers testify that this is first priority reading in their household. Quentin Ostrander and Orville Walker get out current newsletters.

Each agent works with business people to bring about a mutual appreciation of the problems of farmers and small businesses in the community. Agent Don Eppelheimer of Odessa Township, for example, was able to involve the banker, food processor, elevator operators, machinery dealers, and retail store operators in his program.

### *What It's About*

The job of the "on the farm" extension worker is to provide a program which will help farm families

in making everyday management decisions. Nobody can make management decisions for another unless they are hired and given complete responsibility for management. Extension agents cannot accept such responsibility. They can, however, help farm and home managers in at least three ways.

1. They can disseminate information from State and Federal experiment stations. They also pick up good ideas from farmers to pass along.

2. They can help farmers become acquainted with methods for observing and for using information in arriving at management decisions. This includes teaching techniques for business analysis, farm planning, and budgeting.

3. As experienced extension workers, agents can help farm families see how goals may be set and attained at higher levels than they might otherwise have thought possible. Through inspiration, people are motivated to act.

## Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publications distribution officer.

- F 2107 Defense Against Radioactive Fallout on the Farm—Rev. May 1958
- F 2115 Culture and Varieties of Spring-Sown Red Oats—Replaces F 1583
- F 2116 Conservation Methods for the Upper Mississippi Valley (Fayette Soil Area)
- G 46 Insects and Diseases of Vegetables in the Home Garden—Rev. June 1957
- L 136 Production of Parsley—Reprint
- L 431 The Sweetpotato Weevil. . .How to Control It—Replaces L 121
- L 434 Frostproofing Water Systems in Poultry Houses
- L 435 Interseeding Legumes in Corn
- M 708 Marketing Costs for Food—Rev. March 1958

# The Spread of an IDEA

from  
county  
to  
county

by COY G. McNABB,  
*Extension Economist, Missouri*

THE idea behind the Rural Development program is that local people can solve most of their problems with the help of existing agencies. If real progress is made in the program, it will be due to the efforts of local people.

A rural county or area may get a large proportion of income from agriculture, tourists, manufacturing, mining, or other sources. It may have an economic advantage for one business but little for the others. An important part of Rural Development is to determine where the best opportunity lies.

Extension can make a vital con-

tribution by referring local groups to resource people who are able to help them study a phase of community improvement. One of the big jobs in Rural Development is to know what organization can help and how.

Extension workers can help in another way. By serving as a catalyst as they work with local groups, they can help motivate the people into action.

The Rural Development pilot program in Missouri was started in the Ozark counties. Other counties with greater agricultural resources are also finding that their needed adjustment is a big one.

Lafayette County in west central Missouri is one of these. Last October the Cooperative Extension Council suggested that agriculture and industry needed to work together to improve the county.

A meeting was scheduled and representatives from each town in the county were invited to attend. Over 60 leaders attended the first meeting. An extension economist told why some of the adjustments are taking place. A representative of the Missouri Resources and Development Commission suggested what communities might do to attract new industry or expand existing ones. A member of the University Community Development Project presented information on how people could work together.

The group decided to organize on a county-wide basis and is planning special activities and programs to help develop all phases of the economy, with special emphasis on agriculture and industry.

Ed Schwitzky, Lafayette County agent, feels that the results have been excellent. This organization has caused town and rural leaders to think what might be done as a unit

to improve the county, rather than going their separate ways.

The idea behind Rural Development has spread to Northwest Missouri, too. Charles Belshe, Harrison County agent, reports that both rural and town leaders are concerned about the changes taking place in their community. They are interested in knowing what adjustments will have to be made in view of these changes.

Meetings sponsored by both farm and urban organizations have been held in the county seat. Again an extension economist and representative of the State Resources and Development Commission met with the 100 people who attended, helped isolate the problems, and pointed out what might be done to help solve them.

As a result, the people have increased their efforts to improve agriculture and develop industry through local resources. For example, they are investigating the possibility of using a nearby volcanic ash deposit in the manufacture of some product.

In Oregon County, the extension council is conducting a survey to not only get more information about the county, but create an awareness and develop more interest on the part of the local leaders. Their program of work will be based on problems as they are brought out by the survey.

More and more people are beginning to see that the problems of the small underemployed farmer cannot be solved by agriculture alone or any other single approach. It's necessary that the community understand the changes that are taking place and why they are occurring before adjustments can be made.

Extension workers must adjust their thinking along these broader lines. They can help the Rural Development idea spread into every county.